



July 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State’s measure of student progress in achieving the State standards, known as *Learning Results*, adopted by the Maine Legislature in 1997. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure achievement. As last year, the mathematics portion of the SAT Reasoning Test™ was augmented with 18 additional mathematics items (the Math-A test) to more fully measure Maine’s *Learning Results*. Additionally, Science and Technology testing resumed this year after a two-year hiatus. The combined tests form the Maine High School Assessment (MHSA).

Because the MHSA Science & Technology achievement level standards had not been revised in 2006 like all other disciplines, it was necessary to revise the standards for that discipline this spring. The new achievement level standards are the result of a comprehensive process informed by Maine teachers and reviewed by advisory committees. The achievement level standards for the 2008 Critical Reading, Writing and Mathematics sections of the MHSA were not changed.

These 2007-2008 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science & technology reported according to the achievement standards described above and disaggregated by student and school characteristics. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores for most students may also be used for college admission, scores for students who received accommodations during the test administration that exceeded those made available by the College Board are not college reportable.

The state results reflect scores based on SAT, Math-A, and Science & Technology test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The MHSA employs a design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science & technology questions, and in all subjects, select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: http://www.maine.gov/education/sat_initiative/.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron
Commissioner of Education



High School Report

Test Date: May 2008
ID: 12111546
SAU: MSAD 17
School: Oxford Hills Comprehensive H S

Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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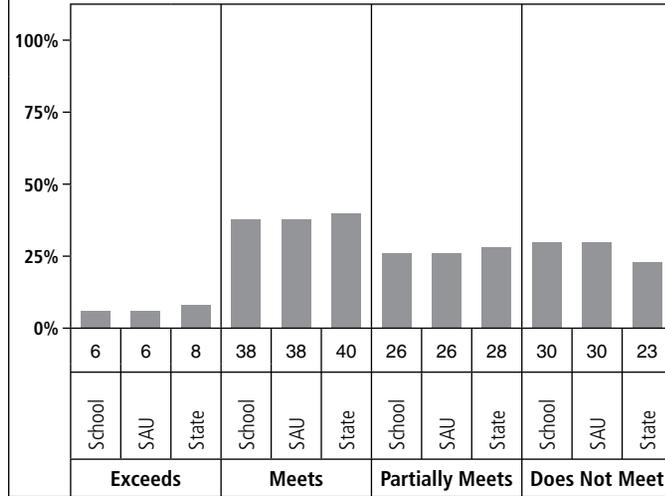
SUMMARY OF SCORES

Test Date: May 2008
SAU: MSAD 17
School: Oxford Hills Comprehensive H S

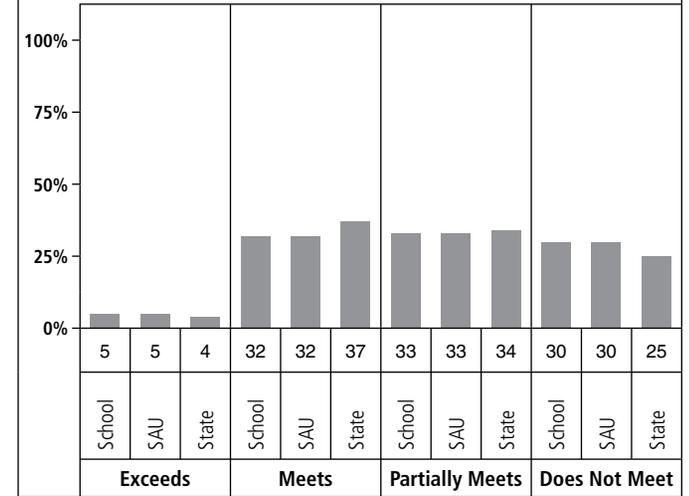
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
Critical Reading 2006–2007	1138	1138	1141
2007–2008	1138	1138	1141
Mathematics 2006–2007	1139	1139	1140
2007–2008	1141	1140	1141
Writing 2006–2007	1139	1139	1141
2007–2008	1138	1138	1140
Science 2007–2008	1137	1137	1141

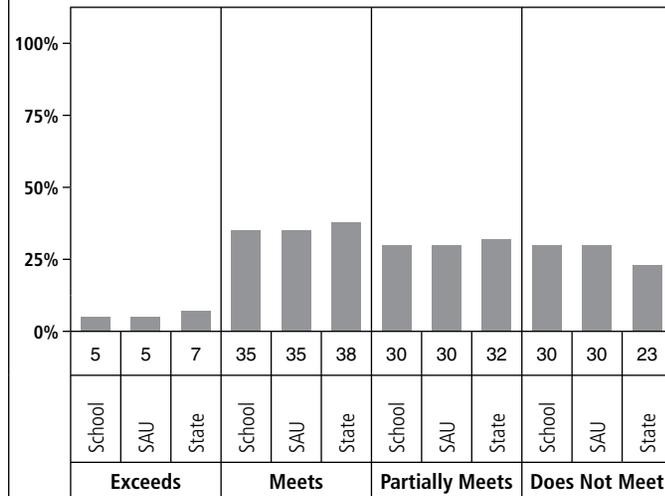
CRITICAL READING



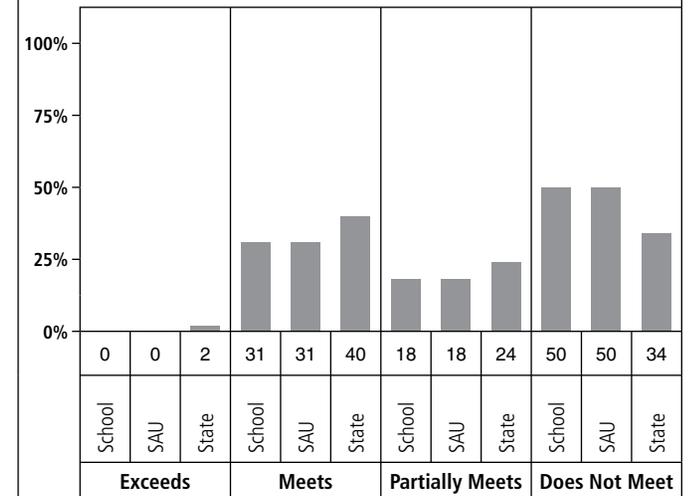
MATHEMATICS



WRITING



SCIENCE



SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2008
SAU: MSAD 17
School: Oxford Hills Comprehensive H S

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
	School		SAU		State		Critical Reading						Mathematics						Writing						Science					
	N	%	N	%	N	%	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State						
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Total number of students	257	100	258	100	15604	100	246	96	246	95	14875	96	249	97	250	97	15165	97	246	96	246	95	14869	96	238	93	239	93	14961	96
Ethnicity African American/Black	6	2	6	2	305	2	6	100	6	100	261	86	6	100	6	100	286	95	6	100	6	100	260	86	6	100	6	100	280	93
American Indian or Native Alaskan	0	0	0	0	103	1	0	0	0	0	95	93	0	0	0	0	97	95	0	0	0	0	95	93	0	0	0	0	93	91
Asian or Pacific Islander	3	1	3	1	215	1	3	100	3	100	194	90	3	100	3	100	202	94	3	100	3	100	194	90	3	100	3	100	200	93
Hispanic	3	1	3	1	140	1	2	67	2	67	118	84	2	67	2	67	123	88	2	67	2	67	118	84	2	67	2	67	120	86
Caucasian/White	245	95	246	95	14841	95	235	96	235	96	14207	96	238	97	239	97	14457	98	235	96	235	96	14202	96	227	93	228	93	14268	96
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	22	9	23	9	2247	14	20	91	20	87	2065	93	21	95	22	96	2138	96	20	91	20	87	2060	92	19	86	20	87	2081	93
Current LEP	16	6	16	6	648	4	14	88	14	88	508	79	15	94	15	94	564	87	14	88	14	88	507	78	12	75	12	75	534	83
Economically disadvantaged	106	41	106	41	4028	26	101	95	101	95	3682	92	102	96	102	96	3831	95	101	95	101	95	3679	92	95	90	95	90	3755	94
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100

MODE OF PARTICIPATION ³	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Participation without accommodations	211	82	211	82	13042	84	214	83	215	83	13332	85	211	82	211	82	13042	84	209	81	210	81	13192	85
Identified disability (PET/IEP)	4	2	4	2	739	6	5	2	6	3	810	6	4	2	4	2	739	6	4	2	5	2	791	6
LEP	11	5	11	5	399	3	12	6	12	6	456	3	11	5	11	5	399	3	11	5	11	5	436	3
504 plan	1	0	1	0	196	2	1	0	1	0	204	2	1	0	1	0	196	2	1	0	1	0	201	2
Participation with accommodations	31	12	31	12	1623	10	31	12	31	12	1624	10	31	12	31	12	1625	10	25	10	25	10	1567	10
Identified disability (PET/IEP)	12	39	12	39	1117	69	12	39	12	39	1119	69	12	39	12	39	1119	69	11	44	11	44	1088	69
LEP	3	10	3	10	93	6	3	10	3	10	93	6	3	10	3	10	93	6	1	4	1	4	83	5
504 plan	0	0	0	0	58	4	0	0	0	0	58	4	0	0	0	0	58	4	0	0	0	0	55	4
Other	16	52	16	52	367	23	16	52	16	52	366	23	16	52	16	52	367	23	13	52	13	52	353	23
Participation through alternate assessment (PAAP)	4	2	4	2	209	1	4	2	4	2	209	1	4	2	4	2	202	1	4	2	4	2	202	1
Identified disability (PET/IEP)	4	100	4	100	209	100	4	100	4	100	209	100	4	100	4	100	202	100	4	100	4	100	202	100
LEP	0	0	0	0	15	7	0	0	0	0	15	7	0	0	0	0	15	7	0	0	0	0	15	7
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																		
Approved non-participation – special consideration	0	0	0	0	36	0	0	0	0	0	40	0	0	0	0	0	36	0	0	0	0	0	38	0
Non-participation – other	11	4	12	5	693	4	8	3	8	3	399	3	11	4	12	5	699	4	19	7	19	7	605	4

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

CRITICAL READING RESULTS

Test Date: May 2008
SAU: MSAD 17
School: Oxford Hills Comprehensive H S

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

STUDENTS AT EACH ACHIEVEMENT LEVEL

		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1161-1180)	2005-2006	15	5	16	5	1079	7
	2006-2007	16	6	16	6	1168	8
	2007-2008	15	6	15	6	1184	8
	Cum. Total*	46	6	47	6	3431	8
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1141-1160)	2005-2006	94	32	92	31	5697	38
	2006-2007	99	35	99	35	5714	38
	2007-2008	91	38	91	38	5885	40
	Cum. Total*	284	35	282	35	17296	39
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1129-1140)	2005-2006	110	37	109	37	4772	32
	2006-2007	83	30	83	30	4728	31
	2007-2008	61	26	61	26	4093	28
	Cum. Total*	254	31	253	31	13593	30
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2005-2006	79	27	78	26	3595	24
	2006-2007	82	29	82	29	3444	23
	2007-2008	72	30	72	30	3417	23
	Cum. Total*	233	29	232	29	10456	23

CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: MSAD 17
School: Oxford Hills Comprehensive H S

REPORTING CATEGORIES	School										SAU					State							
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%		
All Students	239	15	6	91	38	61	26	72	30	1138	239	6	38	26	30	1138	14579	8	40	28	23	1141	
Ethnicity																							
African American/Black	6	0	0	3	50	1	17	2	33	1139	6	0	50	17	33	1139	248	4	21	27	48	1132	
American Indian or Native Alaskan	0										0						94	5	27	28	40	1134	
Asian or Pacific Islander	3										3						192	4	35	30	31	1138	
Hispanic	2										2						115	5	32	26	37	1136	
Caucasian/White	228	15	7	87	38	59	26	67	29	1139	228	7	38	26	29	1139	13930	8	41	28	23	1141	
Not Reported	0										0						0						
Identified disability																							
Yes	15	0	0	0	0	2	13	13	87	1121	15	0	0	13	87	1121	1823	1	9	24	65	1126	
No	224	15	7	91	41	59	26	59	26	1140	224	7	41	26	26	1140	12756	9	45	29	17	1143	
Current LEP																							
Yes	14	0	0	4	29	3	21	7	50	1132	14	0	29	21	50	1132	488	3	22	24	52	1132	
No	225	15	7	87	39	58	26	65	29	1139	225	7	39	26	29	1139	14091	8	41	28	22	1141	
Economically disadvantaged																							
Yes	96	2	2	25	26	25	26	44	46	1133	96	2	26	26	46	1133	3545	3	28	30	39	1134	
No	143	13	9	66	46	36	25	28	20	1142	143	9	46	25	20	1142	11034	10	44	27	19	1143	
Migrant																							
Yes	0										0						5	20	0	40	40	1136	
No	239	15	6	91	38	61	26	72	30	1138	239	6	38	26	30	1138	14574	8	40	28	23	1141	
Gender																							
Female	125	10	8	52	42	34	27	29	23	1140	125	8	42	27	23	1140	7237	8	42	30	19	1142	
Male	114	5	4	39	34	27	24	43	38	1137	114	4	34	24	38	1137	7342	8	38	26	28	1140	
Not Reported	0										0						0						
Title 1A targeted program																							
Yes	0										0						103	0	9	30	61	1127	
No	239	15	6	91	38	61	26	72	30	1138	239	6	38	26	30	1138	14476	8	41	28	23	1141	
Gifted/talented program																							
Yes	13	6	46	7	54	0	0	0	0	1162	13	46	54	0	0	1162	295	48	48	4	0	1161	
No	226	9	4	84	37	61	27	72	32	1137	226	4	37	27	32	1137	14284	7	40	29	24	1140	

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

Test Date: May 2008
SAU: MSAD 17
School: Oxford Hills Comprehensive H S

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student’s responses on state-level assessments in relation to the mathematics standards for achieving Maine’s *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an “on demand” setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL *					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1161-1180)	2006-2007 2007-2008	10 13	4 5	10 13	4 5	578 637	4 4
Meets the Standards – The student’s work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1141-1160)	2006-2007 2007-2008	72 78	25 32	72 78	25 32	5481 5508	36 37
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1133-1140)	2006-2007 2007-2008	105 79	37 33	105 79	37 33	4754 5065	31 34
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007 2007-2008	98 72	34 30	98 73	34 30	4607 3660	30 25

*Standards were reset for mathematics in 2007 so only two years of historical data are displayed.

MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: MSAD 17
School: Oxford Hills Comprehensive H S

REPORTING CATEGORIES	School										SAU					State							
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%		
All Students	242	13	5	78	32	79	33	72	30	1141	243	5	32	33	30	1140	14870	4	37	34	25	1141	
Ethnicity																							
African American/Black	6	0	0	0	0	4	67	2	33	1135	6	0	0	67	33	1135	274	1	12	31	57	1133	
American Indian or Native Alaskan	0										0						96	2	24	30	44	1136	
Asian or Pacific Islander	3										3						200	8	37	34	22	1142	
Hispanic	2										2						120	3	23	32	43	1138	
Caucasian/White	231	13	6	77	33	73	32	68	29	1141	232	6	33	31	30	1141	14180	4	38	34	24	1141	
Not Reported	0										0						0						
Identified disability																							
Yes	16	0	0	0	0	0	0	16	100	1126	17	0	0	0	100	1126	1896	0	8	22	70	1130	
No	226	13	6	78	35	79	35	56	25	1142	226	6	35	35	25	1142	12974	5	41	36	18	1142	
Current LEP																							
Yes	15	1	7	3	20	5	33	6	40	1138	15	7	20	33	40	1138	545	3	16	28	53	1135	
No	227	12	5	75	33	74	33	66	29	1141	228	5	33	32	29	1141	14325	4	38	34	24	1141	
Economically disadvantaged																							
Yes	97	2	2	22	23	28	29	45	46	1136	97	2	23	29	46	1136	3695	1	22	37	40	1136	
No	145	11	8	56	39	51	35	27	19	1143	146	8	38	35	19	1143	11175	5	42	33	19	1142	
Migrant																							
Yes	0										0						5	20	20	40	20	1144	
No	242	13	5	78	32	79	33	72	30	1141	243	5	32	33	30	1140	14865	4	37	34	25	1141	
Gender																							
Female	125	5	4	43	34	44	35	33	26	1140	125	4	34	35	26	1140	7362	3	36	36	24	1140	
Male	117	8	7	35	30	35	30	39	33	1141	118	7	30	30	34	1140	7508	5	38	32	25	1141	
Not Reported	0										0						0						
Title 1A targeted program																							
Yes	0										0						103	0	8	41	51	1134	
No	242	13	5	78	32	79	33	72	30	1141	243	5	32	33	30	1140	14767	4	37	34	24	1141	
Gifted/talented program																							
Yes	13	10	77	3	23	0	0	0	0	1170	13	77	23	0	0	1170	296	35	59	5	0	1158	
No	229	3	1	75	33	79	34	72	31	1139	230	1	33	34	32	1139	14574	4	37	35	25	1140	

WRITING RESULTS

Test Date: May 2008
SAU: MSAD 17
School: Oxford Hills Comprehensive H S

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student’s responses on state-level assessments in relation to the writing standards for achieving Maine’s *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an “on demand” setting.

	STUDENTS AT EACH ACHIEVEMENT LEVEL						
	School		SAU		State		
	N	%	N	%	N	%	
<p>Exceeds the Standards – The student’s responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student’s essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1161-1180)</p>	2005-2006	9	3	10	3	952	6
	2006-2007	10	4	10	4	937	6
	2007-2008	13	5	13	5	962	7
	Cum. Total*	32	4	33	4	2851	6
<p>Meets the Standards – The student’s responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student’s essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1141-1160)</p>	2005-2006	115	39	113	38	6055	40
	2006-2007	112	40	112	40	6167	41
	2007-2008	84	35	84	35	5564	38
	Cum. Total*	311	38	309	38	17786	40
<p>Partially Meets the Standards – The student’s responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student’s essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1129-1140)</p>	2005-2006	104	35	103	35	4916	32
	2006-2007	86	31	86	31	4723	31
	2007-2008	71	30	71	30	4679	32
	Cum. Total*	261	32	260	32	14318	32
<p>Does Not Meet the Standards – The student’s responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student’s essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)</p>	2005-2006	70	23	69	23	3221	21
	2006-2007	72	26	72	26	3227	21
	2007-2008	71	30	71	30	3376	23
	Cum. Total*	213	26	212	26	9824	22

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: MSAD 17
School: Oxford Hills Comprehensive H S

REPORTING CATEGORIES	School										SAU					State						
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
		N	N	%	N	%	N	%	N													
All Students	239	13	5	84	35	71	30	71	30	1138	239	5	35	30	30	1138	14581	7	38	32	23	1140
Ethnicity																						
African American/Black	6	0	0	3	50	1	17	2	33	1135	6	0	50	17	33	1135	248	2	19	30	49	1131
American Indian or Native Alaskan	0										0						94	3	19	38	39	1133
Asian or Pacific Islander	3										3						192	6	30	34	30	1137
Hispanic	2										2						115	2	30	36	33	1136
Caucasian/White	228	13	6	80	35	68	30	67	29	1138	228	6	35	30	29	1138	13932	7	39	32	22	1140
Not Reported	0										0						0					
Identified disability																						
Yes	15	0	0	0	0	0	0	15	100	1120	15	0	0	0	100	1120	1825	1	7	23	69	1125
No	224	13	6	84	38	71	32	56	25	1139	224	6	38	32	25	1139	12756	7	43	33	17	1142
Current LEP																						
Yes	14	0	0	3	21	4	29	7	50	1132	14	0	21	29	50	1132	488	3	19	29	49	1131
No	225	13	6	81	36	67	30	64	28	1138	225	6	36	30	28	1138	14093	7	39	32	22	1140
Economically disadvantaged																						
Yes	96	3	3	22	23	28	29	43	45	1133	96	3	23	29	45	1133	3546	2	25	35	38	1134
No	143	10	7	62	43	43	30	28	20	1141	143	7	43	30	20	1141	11035	8	42	31	18	1142
Migrant																						
Yes	0										0						5	20	0	20	60	1131
No	239	13	5	84	35	71	30	71	30	1138	239	5	35	30	30	1138	14576	7	38	32	23	1140
Gender																						
Female	125	6	5	53	42	43	34	23	18	1141	125	5	42	34	18	1141	7239	8	43	33	17	1142
Male	114	7	6	31	27	28	25	48	42	1135	114	6	27	25	42	1135	7342	6	34	31	30	1138
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						103	0	7	39	54	1128
No	239	13	5	84	35	71	30	71	30	1138	239	5	35	30	30	1138	14478	7	38	32	23	1140
Gifted/talented program																						
Yes	13	7	54	6	46	0	0	0	0	1162	13	54	46	0	0	1162	295	42	53	4	0	1159
No	226	6	3	78	35	71	31	71	31	1136	226	3	35	31	31	1136	14286	6	38	33	24	1139

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

Test Date: May 2008
SAU: MSAD 17
School: Oxford Hills Comprehensive H S

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

STUDENTS AT EACH ACHIEVEMENT LEVEL*

	2007-2008	School		SAU		State	
		N	%	N	%	N	%
		Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1161-1180)	1	0	1	0	300
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1141-1160)	73	31	73	31	5927	40	
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1135-1140)	43	18	43	18	3544	24	
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 1100-1134)	117	50	118	50	4988	34	

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	15	27	5.07	33.8	5.05	33.7	6.41	42.7
Cluster 2: Physical Sciences	14	25	5.00	35.7	4.98	35.6	6.22	44.4
Cluster 3: Earth and Space Sciences	14	25	4.16	29.7	4.15	29.6	5.04	36.0
Cluster 4: Nature and Implications of Science	13	23	5.79	44.5	5.77	44.4	6.59	50.7

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine's 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MHSA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

*Because science testing at the high school level resumed in 2008 after a two-year hiatus and new achievement level standards were set for the MHSA science test, historical data are not available.

SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: MSAD 17
School: Oxford Hills Comprehensive H S

REPORTING CATEGORIES	School										SAU					State						
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	234	1	0	73	31	43	18	117	50	1137	235	0	31	18	50	1137	14759	2	40	24	34	1141
Ethnicity																						
African American/Black	6	0	0	3	50	0	0	3	50	1137	6	0	50	0	50	1137	269	0	20	14	65	1134
American Indian or Native Alaskan	0										0						92	1	24	28	47	1138
Asian or Pacific Islander	3										3						199	3	36	25	36	1140
Hispanic	2										2						118	1	26	19	54	1136
Caucasian/White	223	1	0	70	31	42	19	110	49	1137	224	0	31	19	50	1137	14081	2	41	24	33	1141
Not Reported	0										0						0					
Identified disability																						
Yes	15	0	0	0	0	0	0	15	100	1128	16	0	0	0	100	1128	1879	0	11	17	72	1133
No	219	1	0	73	33	43	20	102	47	1138	219	0	33	20	47	1138	12880	2	44	25	28	1142
Current LEP																						
Yes	12	0	0	4	33	1	8	7	58	1138	12	0	33	8	58	1138	519	1	18	19	62	1134
No	222	1	0	69	31	42	19	110	50	1137	223	0	31	19	50	1137	14240	2	41	24	33	1141
Economically disadvantaged																						
Yes	91	0	0	23	25	11	12	57	63	1135	91	0	25	12	63	1135	3651	1	26	24	49	1137
No	143	1	1	50	35	32	22	60	42	1139	144	1	35	22	42	1139	11108	3	45	24	29	1142
Migrant																						
Yes	0										0						5	20	40	40	0	1146
No	234	1	0	73	31	43	18	117	50	1137	235	0	31	18	50	1137	14754	2	40	24	34	1141
Gender																						
Female	120	1	1	28	23	28	23	63	53	1137	120	1	23	23	53	1137	7277	1	37	26	36	1140
Male	114	0	0	45	39	15	13	54	47	1138	115	0	39	13	48	1138	7482	3	43	22	32	1141
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						100	1	5	22	72	1133
No	234	1	0	73	31	43	18	117	50	1137	235	0	31	18	50	1137	14659	2	40	24	34	1141
Gifted/talented program																						
Yes	13	0	0	9	69	2	15	2	15	1147	13	0	69	15	15	1147	296	13	80	5	3	1152
No	221	1	0	64	29	41	19	115	52	1137	222	0	29	18	52	1137	14463	2	39	24	34	1140